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ABSTRACT

This publication discusses the activities of the Colombian Institute for Technical Studies Abroad (ICETEX) and presents the 1944 master's thesis which outlined the formation of ICETEX. This thesis, entitled "Project for the Creation of the Colombian Institute for Advanced Training Abroad," was completed at Syracuse University by the originator and first director of ICETEX. ICETEX was founded in 1950 by the Colombian government to provide loans to students wishing to pursue undergraduate and graduate education abroad. Among its many additional activities, the organization arranges transportation for students, coordinates scholarships offered by international organizations foreign governments, and private institutions, and administers scholarships for foreign artists in Colombia. The master's thesis which formed the basis for the founding of ICETEX includes: (1) an examination of the state of foreign training in Colombia; (2) an organizational structure for the proposed Colombian Institute for Advanced Training Abroad; (3) a discussion of the means of financing the institute; (4) basic principles of operation; (5) an examination of its primary and secondary functions; and (6) the steps to be taken to put the plan into effect. Two appendixes (in Spanish) contain a copy of the government decree which enacted ICETEX and a biographical profile of Gabriel Betancur Meija. (MDM)

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Gabriel Betancur Mejía

The Institutionalization of educational credit

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The Institutionalization of educational credit

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The Institutionalization of educational credit

THIS IS HOW EDUCATIONAL CREDIT WAS BORN

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PRESENTATION

Several developments of importance in the entire world, and particularly in the field of educational credit, took place in 1992. Five centuries ago two worlds met, thus bringing about a number of processes of racial, cultural, economic and social integration, exchange and dissemination.

The idea of institutionalizing educational credit was born 50 years ago. At that time, Colombian student Gabriel Betancur Mejía, on his own initiative, was using a study loan in the United States. His own experience was the factor that allowed him to prepare a thesis proposing the creation of an institute engaged in the procurement of credit for the poorest and most proficient students. This document is the aforementioned thesis.

Nowadays, 50 years later, the pioneer of this idea remembers the difficulties and woes which, overcome with tenacity and resolution, gave rise to the creation of ICETEX, the Colombian Institute of Technical Studies Abroad, in 1950. However, it was only two years later (in October 1952), that is, 40 years ago, when this Institute started operations. His first Director was the student who, 10 years back, had conceived that idea. At this time he was General Manager of PELDAR, a Colombian glass making industry.

Time has gone by and the idea of educational credit has spread throughout the world, particularly in Latin America. This phenomenon of expansion provided a suitable framework for the creation, in 1969, of APICE, the Pan-American Association of Educational Credit Institutions. Since then, the idea of educational credit has been enriched, consolidated and strengthened. The outlook of higher education five decades after those studies in the University of Syracuse in 1942 is now quite different: there has been an actual transformation and there can be no doubt that a great part of it can be attributed to educational credit. A host of beneficiaries of student loans presently hold prominent positions in the economic, political, academic and

social spheres. Many of them would have never become what they are nowadays if they had not received the financial support which, in their youth, provided them with access to higher education.

APICE, the Pan-American Association of Educational Credit Institutions, is proud to celebrate 50 years of existence of educational credit, 40 years of the creation of ICETEX, the Colombian Institute of Technical Studies Abroad, and almost a quarter of a century of the foundation of APICE, all of which has taken place in the presence of the Founder. These circumstances have led to the publication of this document as a homage paid to Doctor Gabriel Betancur Mejía, to ICETEX, and to the institutions that are past, present and future members of the Association. Also to the President of the Colombian Tobacco Company, Mr. Cipriano Restrepo Jaramillo, to the Institute of International Education of New York and its President Dr. Stephen Duggan and to the University of Syracuse and its Maxwell Dean, Dr. William D. Mosher and the Panamerican Airways and Universidad Javeriana.

We are at the doors of the third Millennium and we see with satisfaction and pride that the only course leading to a solution is in our hands: integration through the creation of the Latin American Community of Nations and its Parliament elected by its people. APICE has been an example of this and will continue pursuing such a magnificent goal. Let this be a far-reaching and resolute invitation to strive for union within the framework of democracy, while also seeking to attain justice and peace, which values have been valid and urgent since the inception of educational credit.

Roberto E. Liz Castellanos
Chairman of the Board of Directors

Jorge Téllez Fuentes
Executive Director

INTRODUCTION

The history of a thesis

50 years ago, I was about to complete my studies in legal and economic science at Universidad Javeriana in Bogotá. For years I had yearned to specialize in economics and finance in the United States. The steps I had taken with the support of Father Félix Restrepo, the Rector of the University, had not materialized since Harvard University only granted scholarships after two years of study.

A classmate, Luis Alfonso Agudelo, from Universidad de Antioquia in Medellín informed me of the existence of the Institute of International Education of New York, through which he had specialized in the United States. I wrote them and immediately I received a form, which I completed and sent back with all the attachments requested. I also succeeded in having my cousin Diego Mejía, the Commercial Attaché of our Embassy in Washington, support my request. The reply was positive, but the objectives were changed. There was a possibility of specialization in public administration at the University of Syracuse, since my studies corresponded with the profile demanded by such institution.

The scholarship was partial and had to be supplemented. At that time I was the administrator of Revista Javeriana and, since I lacked resources, I decided to travel to Medellín for an interview with the President of the Compañía Colombiana de Tabaco, whose motto, since the foundation of the company, had always been "To progress, it is necessary to serve".

It was difficult to obtain an appointment to see doctor Cipriano Restrepo Jaramillo since the presidency of the company kept him very busy. My endorsement was a letter of presentation from the Acting Rector, another from the Institute of International Education and my grades.

Doctor Restrepo Jaramillo read them with a special interest and then asked me what I wanted. I answered by asking him what he thought I wanted, and his reply was: "I think what you are seeking is financial aid". My reply was that my petition was a loan secured by my future. He told me such a petition was unusual but that he liked the way I had presented it. He called his secretary and asked her to make appointments for me to meet each of the directors. He recommended me to talk to them, to tell them exactly what I had told him and to return after the next meeting of the board. I did what he told me to do. Director Gonzalo Mejía, one of the most outstanding businessmen in Colombia and the then manager of UMCA an affiliate of Pan-American Airways, kindly wrote to New York to nominate me for a travel fellowship from Bogotá to Miami, which later on became a reality.

When I returned to the company, doctor Restrepo Jaramillo received me with special pleasure. He told me that the directors had liked the fashion in which I had presented my petition and had unanimously decided to grant me the US$ 1,000 loan I had requested. To me, educational credit was born at that moment.

I returned to Bogotá to complete my thesis on the "Pact on Coffee Quotas" and graduated on September 5, 1942. At the end of September I travelled to the United States in order to study Public Administration, a course directed by doctor William D. Mosher, the dean of the Maxwell Graduate School of Citizenship and Public Affairs.

Since the time I arrived, I had to pursue intensive English courses and adapt myself to a new academic system, which demanded total dedication on the part of the student, and it was there where I entered a new university and cultural dimension, which has meant so much in my life. The accumulation of knowledge and experiences made me contemplate the responsibility I had because of the privilege the Divine Providence had given me. The Universidad Javeriana had formed my conscience of social solidarity.

This led me to ask myself what I could do for other Colombian youths to enjoy the same opportunity I was having. The reply was to start designing an agency aimed at facilitating college-professionals' and students' instruction and specialization abroad on the basis of credit, which would be repaid by them upon returning to Colombia, with reasonable deadlines and interest.

This system would make it possible to create a great Revolving Fund of social solidarity in the future. Selection criteria would be: the academic merits of applicants and the relevance of the studies to Colombian needs. In order to implement it, I considered the most suitable would be the creation of a decentralized official institution with its own capital and legal personality and with a balanced board of directors made up of public and private representatives.

These basic ideas began growing and expanding through the comments of, and discussions with, college classmates and increased thanks to my own studies and experiences, since in 1943 I was granted a transfer to specialize in economics, thus earning an MA degree, to which end I presented a thesis on the Federal Reserve System.

In view of the importance of the studies in Public Administration to Colombia I could return to resume my education in this field. My thesis for the Master's degree in Public Administration, thanks to the wise advise of Dean Mosher, was entitled "Project for the Creation of the Colombian Institute for Advanced Training Abroad", under the guidance of professor Robert Steaman. I completed it in the final months of 1944 and graduated on December 21 that same year.

I acquired the commitment with Dean Mosher to work towards the materialization of this thesis. Five years and a half later, after many actions the details whereof cannot be included in this short writing and thanks to the support of many fellow countrymen, especially Dr. Mariano Ospina Pérez, President of the Republic, and his Ministers, during the last Council of Ministers held on August 3, 1950, at 3:00 AM, a decree was approved whereby the "Colombian Institute for Technical Specialization Abroad - ICETEX" was created.

In 1948, after the Bogotá riots, President Mariano Ospina Pérez created the Committee on Public Credit and Economic Affairs, to recuperate the country's development. I was appointed Secretary General. The Committee sent him a letter highlighting the importance of the creation of **ICETEX** for Colombia's overall progress.

National leaders like Darío Echandía, Laureano Gómez, Carlos Sanz de Santamaría, Cipriano Restrepo Jaramillo, José Gutiérrez Gómez, Alfonso Araújo, Fabio Lozano y Lozano and Abel Naranjo Villegas backed the Committee request.

From 1951, two successful actions accelerated the starting of the Institute by the government. Jorge Cárdenas Gutiérrez, student editor in Medellín of the *Letras Universitarias* magazine, led a group from Universidad de Antioquia, to promote a national campaign asking President Urdaneta Arbeláez to put **ICETEX** into operation.

Leading statesmen, José Antonio Montalvo, Rafael Azuero, Eduardo Zuleta Angel and Silvio Villegas, among others, supported the students request.

In 1952, Colombian President Roberto Urdaneta Arbeláez decided to execute it and issue a decree appointing me the first Director thereof. At that time I was the General Manager of PELDAR, a glass industry in Medellín city. I started working on October 22, with an initial contribution of one hundred thousand pesos –US$ 40,000–.

Therefore, in 1992 educational credit completes 50 years and its institutionalized action, 40.

In 1990, on the occasion of the 40 years of its creation, the action of all the directors and officers of ICETEX was summarized in statistical figures, which showed that over 2,200,000 services had been provided and over US$ 100,000,000, had been granted in educational credits.

Recovery thereof is highly satisfactory and its Security Fund successfully supports the noncollectible minimun.

The services provided include loans to study graduate, undergraduate and specialization courses in Colombia or abroad, transport and thesis, Coordination of scholarships offered by international organizations, foreign governments and private institutions, Administration of scholarships for foreign artists in Colombia, elementary and secondary education, training of teachers and medical residents; administration of regional-development funds, authorization of drawings for studies abroad, employment and professional-quidance services, air tickets for students, with special discounts; administration of Funds for the development of human resources, data banks on specialized personnel and scholarships given by Colombia to foreign students.

ICETEX has been a model in the obtention of new financial sources originating from the national budget, collection of debts, administration of Funds, bank credit and rediscount at Colombia's Central Bank, regional-development Funds with monies from Congress, city halls, and departmental assemblies; profit sharing in the Central Bank; international donations and credits; educational-savings certificates, commissions on services, return on investments, returns from Security Funds and life insurance.

ICETEX has inspired the creation of educational-credit institutions in most American countries, which, in turn, established worldwide leading institution "APICE", the Pan-American Association of Educational-Credit Institutions in Caracas in 1969.

Let these pages be a tribute paid to all those who contributed to turn this thesis into a ennobling youth service.

Gabriel Betancur Mejía

PROJECT FOR THE CREATION OF THE COLOMBIAN INSTITUTE FOR ADVANCED TRAINING ABROAD

By

GABRIEL BETANCUR MEJIA
L.I.D., Universidad Javeriana, 1942
M.A., Syracuse University, May 1944

THESIS

Submitted in partial fulfillment of the requirements for the degree of Master of Science in Public Administration in the Graduate School of Syracuse University, December 1944

Approved By: Robert L. Steadman

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CHAPTER I

Background and purposes

The project to be described in this thesis is an attempt to offer a plan for organizing, encouraging, and coordinating the training of Colombian graduate students abroad. The experiences of the writer as a foreign student in the United States combined with his studies in public administration have been the bases upon which this thesis has been written.

Colombia is an agricultural country. However, since 1930 Colombia had a tremendous increase in manufacturing. The future of this recent development rests on the attraction or creation of new capital and new technical skills. In this project only the second factor is going to be dealt with; that is, the training of technicians. It is believed that capital would be attracted and created as a result of the expansion of technical skills, quantitatively and qualitatively.

The Present Status of Foreign Training

I want to give a brief statement of the way in which Colombia is trying to solve the problem that has arisen as a result of the demand for skilled persons in the different fields of human knowledge, especially in manufacturing, mining, commerce, banking, agriculture, and forestry. At the same time, it is necessary to criticize the system used in order to see the necessity for the creation of the agency suggested in this thesis, which might be named The Colombian Institute for Advanced Training Abroad.

Two kinds of organizations are helping Colombia in the training of graduate students abroad. The first consists of governmental units, and the second of private organizations, domestic and foreign.

As an example of the first type, we have (a) the contracts made by the different ministries with graduate students, and (b) the awards given by public universities to outstanding students.

As the second type, we have (c) the aids given by corporations to graduate students for continuing their training abroad, and (d) the scholarships and fellowships granted by the Institute of International Education. The Institute of International Education has been one of the pioneers in the world for the interchange of students.

(a) The first system used by the Colombian government is the making of contracts through its ministries with graduate students. Under this kind of contract, the government pledges to support the student in a foreign university until the completion of his studies. After completion of his studies, the student is obliged to work for the government for a pre-determined number of years.

The criticisms that we may make of these contracts are:

First. In some cases they are the result of political or personal connections between the candidate and the official granting the contract.

Second. As a consequence of the prior fact, the merit basis is completely excluded, and the opportunity to get advanced training is therefore limited to a special group.

Third. In most cases the choice of the university attended is up to the student. Frequently, therefore, he does not go to a university which will give him the best possible training for the work he hopes to do.

Fourth. Often the student lacks the necessary knowledge of the language in which his studies will be pursued, resulting in some waste of money and time, both to the student and the government.

Fifth. The government lacks a suitable agency for controlling the students receiving the benefits of these contracts. Therefore, many times, the student does not have the incentive that would accompany a realization that his efforts were being recognized.

Sixth. As a result of the frequent changes of personnel in the high positions of our government, the student, after completion of his training, often returns to Colombia to find that a new minister is in office. This new minister is devoting his attention to different problems from those emphasized by his predecessors. However, it was the latter who helped the student get his special training in order to fit into the plans made for him. In addition, the returning student may lack either acquaintance or political *rapport* with the new minister and his chief subordinates.

(b) Another type of governmental aid provided includes awards given by the public universities to outstanding students, with high

scholastic standing. They are superior to the contracts already described, in that (1) they are open to all the students of the public universities, and (2) for their granting the candidates have to have definitely determined qualifications and outstanding achievements during the years of study in these universities.

However, we may adversely criticize this kind of aid thus:

First. The amount of money is very limited, being only one thousand dollars in total sum. The student has to pay all his expenses such as travel, tuition, room and board, books, and incidentals with this amount. This amount is very small since traveling expenses to and from almost any prospective foreign training center would be at least $400. Tuition in most of the universities is $400 per year. After the payment of these two items, the student has only $200 remaining for room, board, books, and incidentals, an amount far from sufficient for even one year.

Second. The choice of the university is up to the student, and most students lack adequate information or guidance, or both.

Third. Public universities have no further control or supervision over the students receiving this aid.

Fourth. After completion of his training, the student returns to Colombia without the immediate prospect of employment by any institution in making use of his special training.

(c) Some graduate students have been hired by corporations which give them preliminary training and then send them abroad for more advanced learning. Upon completion of their studies and their return to Colombia, they go to work for these corporations.

Often, private universities have tried to obtain advanced training abroad for their students, but have in some cases been impeded by a lack of sufficient funds.

(a) On the other hand, students going abroad under the auspices of the Institute of International Education have the following advantages:

First. They are chosen on basis of merit. All students desiring to go abroad may apply to Selection Committees which the Institute has organized in all the Latin American countries.

The following is a quotation from "The Institute of International Education, 1919-1944. Its Aims and Achievements during Twenty-Five Years" on the Selection Committees:

"Each Fellowship Selection Committee is composed of five to seven members –usually seven, of whom five are nationals of the country concerned. At least one but no more than two members of each Committee normally are United States citizens of long residence in the Latin American country, yet at the same time thoroughly familiar with the higher education in the United States... The Chairman of the Committee is regularly a national of the Latin American country, while insofar as possible, one of the United States members serves as secretary of the group".

Second. Through the Institute organization, the student is assisted in entering the best university fitting his needs, and he always has the help of the Institute in becoming adjusted to the country in which he is going to study.

Third. The Institute helps him not only in getting theoretical training, but also in getting practical training through connections which the Institute has with American business.

Fourth. In case of sickness, he has a Health Insurance Policy.

The Main Proposals Made in This Statement

(1) Creation of the Colombian Institute for Advanced Training Abroad, which would have the necessary means for financing, recruiting, selecting, controlling, and placing graduate students seeking advanced training in foreign countries.

(2) Giving the Institute the necessary funds to carry on an organized training program over a long period of years.

(3) Bringing into the Institute the cooperation and advice of private universities and industrial concerns in directing and financing the program.

(4) Coordination of the training which graduate students would acquire abroad with Colombia's needs for specialists in government, industry, commerce, and agriculture.

(5) Elimination of all kinds of favoritism in the placing of grants, using only a merit basis.

In the later chapters, we are going to explain thoroughly each one of the previous aims.

CHAPTER II

Proposed Organization of the Colombian Institute for Advanced Training Abroad

In this chapter we are going to give the general lines for the establishment of the necessary machinery that may insure the success of the Institute. We cannot give all the organizational details because they can be determined only when the Institute begins to operate.

The Institute should be governed by a Board of Directors, with representatives of the following institutions:

Ministry of Education
Public Universities
Private Universities
Institute of Industrial Development
Central Bank of Issue

Following are the reasons why we think those institutions should be represented in the Board of Directors:

Ministry of Education. The Ministry of Education is in charge of the direction of all public education in Colombia, from the grammar schools to the highest university levels. It has the duty of developing the arts and sciences, and has under its direction the National Library, the National Broadcasting Station, and the Colon Theatre.

The work of the Ministry is divided in the following sections:

(a) Department of Grammar and High School Education. This department is in charge of all matters related to primary and secondary education and with commercial, agricultural, and artistic education. It also has the control of scholarships for high schools, granted by the national government.

(b) The Department of Educational Institutes has the control of Normal Schools, Vocational and Industrial Schools, and also inspection and control of all private schools, colleges, and universities.

(c) The Department of Cultural Extension is in charge of artistic displays and museums, of the Symphonic Orchestra, and of popular education, concerts, publications, and attractions of tourists from abroad.

The representative of the Ministry of Education should be the Minister, but in the event that he is unable to attend the meetings, he may appoint a person to represent him at the meetings. In that case the person appointed should remain in office during the time that the Minister who appointed him remains in office. The reason for this is that the Minister of Education is appointed and removed at the will of the President of the Republic.

With the participation of the representative of the Ministry of Education, the Institute will have the collaboration of this important unit in the direction of Colombian education.

Public Universities. In Colombia, there are the following universities supported by public funds: *Universidad Nacional* in Bogota, *Universidad de Antioquia* in Medellín, *Universidad del Cauca* in Popayán, *Universidad de Nariño* in Pasto, and *Universidad de Cartagena.*

These universities should be represented in the Board of Directors of the Institute. And it is impossible to give a representative to each one of them without increasing the size of the Board unduly, each one should appoint a representative to meet with the others; they shall then elect the representative of the Public Universities.

In this way, the Public Universities may bring to the Institute all of their experience and at the same time profit from the work of the Institute. They know the problems of the Universities in matters of advanced education and they, through their experience, have observed the types of faculty members needed to improve their present curriculum. The Institute may be of great assistance to them by using part of its funds to train persons that the Universities may need on their faculties.

The representative of the Public Universities should be appointed for a period of four years and might be reelected; he must be a member of one of these universities. At the same time, the public universities should appoint an alternate person to substitute for the representative in case he is unable to attend the meetings of the Board of Directors.

Private Universities. The contributions of the private universities to Colombian culture and education have been tremendous.

There are the following private universities: *Pontificia Universidad Javeriana* in Bogotá, *Pontificia Universidad Bolivariana* in Medellín, *Universidad Libre and Externado de Colombia* in Bogotá.

Each one of these universities, in order to appoint their representative to the Board of Directors of the Institute, should have a proportional vote according to the number of their enrollment.

They should elect a person belonging to one of their faculties for a period of four years. They, at the same time, should elect a person temporarily or permanently to substitute for him at the Board of Directors' meetings.

Institute of Industrial Development. This Institute was created as a private corporation with the help of the national government, in order to develop the many new but financially less attractive industries essential to the national economy.

The institute of Industrial Development knows, through its work, in which industries the country is in need of technicians.

As an example of the work of this Institute, we can give a partial list of industries, all vital to our economy, which have been created with its cooperation: Tanning, Dairy, Metal, Fiber, Shipyards, and Chemicals.

The Board of Directors of the Institute of Industrial Development should elect its representative to the Board of Directors of the Colombian Institute for Advanced Training Abroad, for a period as long as that of the Directors of the Institute of Industrial Development. This is to assure the representative always of the backing of the Directors of the I. of I.D.

Central Bank of Issue. The Bank of the Republic is a private corporation which has the power of issuing money, according to the regulations of the national government. In the Board of Directors of this Bank, there are representatives of the following organizations: national government, national banks, foreign banks, private stockholders, chambers of commerce, farmers'associations, and National Federation of Coffee Growers.

The election of the representative of the Central Bank of Issue would follow the same lines as the election of the representative of the Institute of Industrial Development.

When the program has been in operation for three or four years, the Institute should give the students it has already aided the opportunity of appointing a member of the Board of Directors. In this

manner, the Institute may gain from the experiences of those well-acquainted with its operations and aware of its problems and needs.

With the representation of these five organizations in the Board of Directors of the Colombian Institute for Advanced Training Abroad, it is possible to amass the experience gained by the Central Bank of Issue and the Institute of Industrial Development. The public and private universities, some of whose students will be aided by the Institute, may help to give a very realistic approach to the policies to be followed by the Institute; and with the representation of the government through the Minister of National Education, the plans of the government may be coordinated with those of the Institute.

Briefly, the duties of the Board of Directors should be:

(a) The establishment of the general objectives of the Institute.

(b) The establishment of the major policies of the Institute.

(c) The determination of the organization structure of the Institute and the selection of the Manager of the Institute.

(d) The responsibilty of "checking up" on the executives of the Institute to whom the responsability for administration has been delegated.

The manager should be elected by the Board of Directors for a period of four years.

The manager should have the following duties:

(a) To appoint the necessary personnel for the enforcement of the functions of the agency.

(b) To present to the Board of Directors a plan or plans for the selection of students who are going to receive the benefits of the Institute.

(c) To select the names of the students who by their merits and capacities should go abroad to get special training, according to the ideas hereafter explained. This list of names should be presented to the Board of Directors for the final approval.

(d) To organize the internal work in order to carry out the purposes of the agency.

(e) To be the representative of the Institute in the relations with all persons or organizations dealing with the Institute.

(f) To place returning students in employment suited to their training, and to maintain records on their subsequent progress and achievements.

CHAPTER III

Means of Financing

The Colombian Institute for Advanced Training Abroad might be financed in three ways. The first one is with public funds, the second with private funds, and the third with a combination of public and private funds.

The financing with public funds could be done by (a) making an appropriation in the national budget for $500,000 and (b) transferring to the Institute the dividends which are about $500,000 every year that the national government receives from its stock in the Bank of the Republic.

According to the figures that we will give later it will be seen that $500,000 is the minimum amount which the Institute needs to carry on its program successfully.

To increase these funds, or to reimburse the treasury in part for its outlays, it is possible to establish a matching system with other administrative units, such as the departments and the municipalities. In this case, the Institute might pledge to contribute half of the expenses for the training of the personnel of these units, if they accept the process established by the Institute. The units would pay the other half.

The financing with private funds could be of great help to the Institute, but only after its successful operation it is possible to expect any considerable help from private business. Some years ago, corporations such as the *Compania Colombiana de Tabaco* had organized departments for granting scholarships and fellowships. Perhaps the results were not as good as expected, and they ended that kind of help.

When private business sees that an increase in technical training would provide more competent staff and so increase profits, it is

going to be willing to give all kinds of support to the Institute. In addition, the establishment of new industries and the expansion of present enterprises would be encoraged, to say nothing of the increase in the general standard of living.

Foreign corporations will be willing to help the Institute, since they know that one of the best policies is to have in their organizations as many Colombians as possible. They recognized that they can more easily carry on their business due to friendlier attitudes fostered by the adoption of this policy. The Institute may cooperate with them in training abroad the Colombian personnel they need. Colombia on the other hand may profit since more nationals will in this way be employed, and they will spend their salaries in that country instead of doing it in other countries.

It is desirable that the Institute try to get a greater assistance.

The third method is combining public and private funds. The author means by this a matching of funds of the Institute and private persons. Many times, small business concerns or persons do not have the necessary funds to carry on their training abroad. The Institute could pay part of their expenses, the rest to be paid with funds of those private concerns or persons.

Kinds of Help that the Institute Should Give.

The Institute, in order to get the most from its funds, should have the following kinds of help:

(1) **Scholarships.** The Institute in this type of aid gives to the selected candidate an amount of money to pursue training abroad. In this case, the student has only the obligation to follow all the instructions of the Institute and he does not pay back any amount to the Institute.

(2) **Loans.** The Institute may have two kinds of loans: full and partial. The first one is given to the selected candidates without interest, for the total estimate of his studies abroad. The student has to pay back the loan when he comes back, in installments, if he wishes. The partial loans should be given to these students who can pay for at least half of the training themselves. The conditions for repayment should be similar to the full loans.

(3) **Loans to small industries.** The Institute can arrange to split the cost of the training with industries having small capital and in need of technicians. In this case, the Institute lends to the industry half of the money for the training, to be paid in installments after

the selected candidate comes back. The other half must be paid by the industry itself.

(4) **Loans to professionals.** The Institute should use a part of its funds to help professionals who want to get further training in their fields. The Institute can lend them half of the cost of the training and the professional, after completion of his studies, may pay back in installments. Because Institute funds alloted for this purpose would be very limited, these loans should be made on a competitive basis.

(5) **Loans to universities and colleges.** The Institute may use part of its funds in helping universities and colleges in preparing abroad special professors. These loans should follow the same lines as described above.

Estimated Cost of the Institute Expenses

In making this estimated cost of expenses, we took from the *Anuario General de Estadistica Colombiana*, 1942, the total of graduate students that finish their work every year. That number is in round figures five hundred.

Taking that figure, we can make the following calculations:

Students finishing studies every year	500
Students applying for further training, 50%	250
Students selected, 20%	100

Expenses of Each Student During a Year

Tuition	$ 400
Room and board	900
Books and extras	100
Total	$ 1.400

These studies would range in time anywhere from one to three years. Let us assume the average length of time would be a year and a half.

According to the former figures, the cost for a year and a half is	$ 2,100
Travel expenses	400
Total cost of the training	$ 2,500

TENTATIVE OR SUGGESTED ANNUAL BUDGET

Amount for Scholarships

Cost of 100 scholarships at $2,500 each $250,000

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Amount for Full Loans

Cost of 20 full loans at $2,500 each	$ 50,000
Amount for Partial Loans	
Cost of 20 partial loans at $1,125 each	$ 22,500
Loans to Small Industries	
Cost of 50 partial loans at $1,125 each	$ 56,250
Loans to Universities and Colleges	
Cost of 30 partial loans at $1,125 each	$ 33,750
Loans to Professionals	
Cost of 30 partial loans at $1,125 each	$ 33,750
	$ 446,250
Internal expenses of the Institute	$ 53,750
Total	$ 500,000

The estimated amount of $500,000 could be appropriated from the national budget and should be enough for the initial undertakings of the Institute in its first year. With that amount it is possible to help 250 students to get training abroad. The money that Colombia may invest in a project like this is worthwhile. After some years, when the loans begin to be repaid, the Institute will be able to expand its work considerably, or to reduce the annual appropriation needed.

The investment that Colombia may put in the Institute is going to give her a high return. Taxpayers may profit from a more efficient system in government due to the training that governmental employees may get through the Institute; the industries may expand their business due to the skill that the technicians will bring to them, and as a consequence, their products may be of a better quality and at a reduced cost.

In that way, they will be in a better position to overcome any competition. Universities will profit in two ways. The first one, by increasing their enrollment, since more students will be attracted to them, knowing that after they graduate, they will have the opportunity for advanced training abroad; and secondly, through the assistance of the Institute in the training of faculty members, they can offer a better education.

CHAPTER IV

Principles of operation

In this chapter, we want to state the principle lines that the policy of the Institute should follow in order to be successful in its operations.

Since the main function of the Institute is to provide the country with the necessary technicians that it needs for its development, and since it has only limited funds to carry on this purpose, it must first determine the number and fields in which those technicians are needed. With this knowledge, the Institute may select those that seem most important.

In order to get that information, the Institute may divide the necessary data into three parts. The first should be the needs of the national and other governments, the second the needs of the universities, and the third the needs of private industries.

The government through its ministries is able to provide that data, upon the filling of the questionnaires arranged previously by the Institute. The Institute, through contacting each one of the Ministers can select those fields in which the technicians are most needed.

The same scheme could be followed with the universities and the industries. Universities should be contacted through their chancellors and private industries through their managers. The Institute, in cooperation with the chancellors and the managers, would then be able to draw up a list of the most important requirements.

After the Institute has that information, the manager of the Institute may draw a tentative combined list of the most essential needs of the prior organizations, to be approved by the Board of Directors.

With the approval of the Board of Directors, the Manager may begin to select the countries and universities in which those studies

can be best made. The Institute, in obtaining this data, may be helped by the diplomatic agents that Colombia has in most advanced countries, by the diplomatic agents that those countries have in Colombia, and by organizations specializing in the field of international education, as for example, the Institute of International Education and the Inter-American Training Administration.

Having determined which countries offer better training in the fields needed, the Institute has to prepare a budget estimate of the expenses that the training will cost. The following items should be included in this estimate:

Travel expenses
Tuition
Room and board
Books
Miscellaneous

With this estimated budget, the Manager is able to calculate how many students may be supported by the Institute funds. And according to the list approved by the Board of Directors, the Institute can determine to which fields of studies the students will be routed.

Next, the Institute has to contact once again the national government, the universities and industries, to learn the possibilities of a preliminary, practical training relating to the final work the trainees will be engaged in.

The Institute should give financial help to those organizations that will cooperate with it in giving that preliminary training. This preliminary work is essential, if the purposes of the Institute are to be successfully carried out.

With the list of the organizations offering training, the Institute is able to construct the applications for interested students to fill.

This step is the beginning of the recruitment stage, in which the Institute should contact all the prospective students. To accomplish that, it can send to the chancellors of the universities, explanatory letters, to be distributed to the students. These letters should have the following information:

(a) Description of the studies that the candidate should pursue, in case he is selected.

(b) Country and university in which those studies are offered and length of course.

(c) Amount to be contributed by the Institute and conditions upon which the Institute will grant that amount.

(d) Period of time in which the candidate will be required to work in that organization after receiving his training abroad.

(e) Organization offering the preliminary training to the student and the conditions attached to the offer.

(f) Qualifications that the candidate should have in order to qualify for selection.

After the institute has received the applications, it has to select the best candidates. The selection should be based solely upon merit, avoiding any tinge of patronage.

The Board of Directors should approve the basis of selection –to be used by the Manager. When the Manager has made his selection, he should draw up a list to be presented for discussion and approval by the Board of Directors.

After the successful candidates have been notified, the Institute should contact the organizations which are going to give the preliminary training, so that they can make the necessary arrangements to place the successful candidates.

The Institute should establish in cooperation with a university or college, an intensive course in languages to be taken while the students are receiving their preliminary training. This course will enable the trainees later to undertake their training in foreign countries with best prospects of success. This course should emphasize the oral and written understanding of the languages that the students are going to use.

The Institute should contact the chosen universities abroad in order to arrange the courses that the students are going to take. At the same time, the Institute can obtain for the selected candidates the privilege to attend classes for a period of three months before beginning their courses; this will greatly help the trainees to start their studies with a good understanding of the language as well as the educational methods used.

Two or three months before the established date of departure, the Institute should contact the students in order to instruct them in the requirements of the immigration laws of the countries where they are going and in order to inform them of their traveling arrangements.

After the students have arrived at their universities, they should write to the Institute, giving it a detailed account of the experiences

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they have had and suggestions to improve the work of the Institute. This information should be given every six months.

The Institute, through the Colombian diplomatic agents in foreign countries, may control the work of the students to assure the maximum benefits to them from the Institute's program.

If the student, upon completion of his studies, finds that it is possible and useful to get more advanced training, he may seek an extension of the help of the Institute, stating the reason for his petition.

Three or four months before the student finishes his training abroad, the Institute should contact the organization in which he is going to work upon his return. This will give the organization an opportunity to make the necessary arrangements for the placing and best utilization of the student's training.

The Institute should help, through its contacts, those students who lacked any preliminary training before going abroad and who have no connections with any organization.

The Institute may contact those organizations which might be interested in the training these students have received.

CHAPTER V

Indirect functions

The Colombian Institute for Advanced Training Abroad may have, besides the function of sending students abroad, other indirect functions. These could complement its work in improving the relations between Colombian universities and foreign universities, and similar institutions.

The indirect functions could be:

(1) Interchange of professors. It is possible and very convenient to arrange an interchange of professors between Colombian universities and foreign universities. Colombian professors could go abroad and observe the organization of foreign universities through the teaching facilities that those universities may offer to them. On the other hand, professors from foreign universities, especially those interested in Latin American history, literature, geography, economy, and business, could greatly profit in coming to our universities for periods between one and two years.

(2) Hiring of foreign professors. The Colombian Institute for Advanced Training Abroad could be of great assistance to universities and colleges desiring to secure the services of professors who are specialists in determined subjects. It would be of aid in the selection of them, in helping them arrange their trips, and in making their adjustment to Colombia.

(3) Guidance to private concerns. Some business organizations, desiring to train their employees in specific fields could utilize the services of the Institute in various ways. First, in determining which are the best centers for their employees to receive the desired training. Second, in helping them prepare the requirements asked for in the immigration laws of the foreign countries where they are going. Third, in controlling their employees and informing the business organizations of their progress.

(4) Guidance of students. Since the funds of the Institute would not be large enough to subsidize advanced training for everyone, it would be necessary to offer the services of the Institute to those students who could pay their own expenses. Many students going abroad without the help of responsible institutions find it very difficult to overcome certain problems in foreign countries that they must face. The Institute could give them a list of the universities offering the best courses in the field of their interest, inform them of the requirements of the immigration laws of the countries in which they are going to pursue their studies, and draw up an estimated budget of the expenses of those studies. Many fathers may find the controlling services of the Institute very useful in getting the most for their money which they are spending for their sons' education. As a matter of fact, the Institute should emphasize only the convenience of graduate studies abroad. This would avoid the problems that would arise when students, who are very young, go to foreign countries and find it very difficult, after some years, to adjust themsleves to the conditions of their native country.

(5) Guidance to students coming to Colombia from other countries. The Institute could be of great assistance to students coming from other countries to Colombia in helping them select the Colombian universities or colleges that best fit the necessities of the students. With the development that Colombian Universities have had in recent years, many students from Venezuela and Ecuador are getting their college and graduate education in them. The Institute could be a decisive factor in increasing the number of these students.

(6) Helping foreign visitors. The Institute could be of assistance in making the visits of those scholars and students who come to Colombia on their own initiative more profitable. This could be done by discovering the fields in which they are interested and arranging interviews for them with persons whom they wish to meet, helping them get to the places they want to know and helping them with the problems they may find with our immigration laws.

(7) Cooperating with private and public universities in organizing summer and winter schools for foreign students, and also with foreign universities having summer schools. One of the best ways of promoting inter-American solidarity and cooperation is through the establishment of summer schools. Students coming from abroad to these summer schools have the opportunity of knowing our country and getting a first-hand opinion of our way of living, our culture, and our institutions. Some universities in Latin America, such as the University of Rio de Janeiro, the University of Mexico, and the University of Puerto Rico have had these summer schools.

Other universities of the United States, in cooperation with the Institute of International Education, have held summer schools for foreign students.

The Colombian Institute for Advanced Training Abroad may help Colombian universities in the organization of summer schools and may also cooperate with foreign universities having such kinds of schools. The services of the Institute may be very useful in making, in the first place, the necessary contacts with universities and colleges abroad having an interest in encouraging their students to attend those schools that can give them a better understanding of our language, our literature, and our social, economic, religious, and political life. Secondly, the Institute could distribute the propaganda for the summer schools in other countries and advise Colombian students as to which university programs best fit their needs.

(8) Publications. The Institute should have a special bulletin in order to inform the public of the students selected, its organization, its programs, and the achievements realized by other countries in the interchange of students, as well as its own.

It would be necessary, also, to publish a bulletin that would bring to the Colombian students abroad a resume of the political, social, economic, and religious life and development of the country. This is very important in order that students do not lose their contacts with what is happening in their own country.

CHAPTER VI

Steps to be taken to put the plan into effect

The necessary steps to put the plan into operation may be divided into three parts.

First, the public should be informed. It would be necessary to send copies of the project to those organizations that are going to participate in its realization.

As the students are going to be the principal factor in carrying out the plans of the Institute, it is necessary to inform them through the different students' organizations, such as the Colombian Students Federation and the Catholic Student Federation. Publicity should be sent also to these cultural organizations that exist in different universities and colleges in Colombia.

The chancellors of all public and private universities should be informed since, according to the project, they are going to have representation in the Board of Directors.

Through the Institute of Industrial Development, manufactures should be informed of the purposes of the project in order that they may know its success is going to contribute to their business success and that many of their needs in matters of technical personnel are going to be solved with the assistance of the Institute.

Associations of physicians, lawyers, engineers, chemists and others should be informed. The editors of leading newspapers and magazines should be notified so that they could criticize the project and make suggestions to improve the organization.

It would be necessary to form a committee composed of representatives of students, the universities, and the manufactures. This

committee would attempt to insure the realization of this project through its enactment as a law by Congress.

The **second** step is to make contacts with the government, both in the executive and the legislative branches, since they will play a very important part in the creation of the Institute.

By that time, the Committee will know the criticism already made through newspapers, magazines, student and professional organizations, and public and private universities. The Committee should be willing to alter the project in order to profit from the criticism and suggestions made by the public. It would thereby increase its chances of success when the project is presented to the government.

The Committee should send copies of the modified project to the President of the Republic, Minister of Education, Minister of Finance, and Minister of National Economy, and members of Congress. After discovering the opinion of these persons, the Committee should have a meeting with the Commission of Education of the Senate the House of Representatives, with the Ministers of Education and Finance attending. After their opinions have been given consideration, the Commissions may draw up a draft to be sent to the House of Representatives for it to enact into law.

After the draft has become a law, the **third** and last step begins. This is the most important step because, at this time, the public will see the effectiveness of the Institute. First, the Board of Directors will be appointed. Candidates for these positions should have a record of high scholastic achievement and, if possible, experience in foreign countries as students or residents. The Board, in accordance with the extent of power granted to it by law, should formulate the fundamental regulations which will shape the policy for the Director of the Institute to carry out. We can say that the success of the Institute will be dependent upon the ability of the person appointed as director. He should have high scholastic standing and also experience as a student abroad, plus the qualities of an administrator, since the future of the Institute is going to rest on his experience, competence, and resourcefulness.

The Director should contact immediately, after his appointment, through his staff, the governement and industries to determine their needs for technicians. After finding the extent of them and the fields in which they must be met, the Institute should draw up a list of the most important needs. Not all of them could be filed since the funds that the Institute will have at the start will be limited. Having this list, with the approbation of the Board of Directors, the Institute should secure a list of foreign universities offering training in those fields and choose the best ones among them. After that, it should

get an estimated budget of training expenses and see how many can be financed through Institute funds. If the funds are not sufficient, the Institute should attempt to get the cooperation of private corporations to finance part of the balance.

Having already undertaken these steps, the Institute should get in touch with public and private universities and inform them of the number of opportunities that the Institute is going to have for students. The universities, in cooperation with the Institute, may explain to students the fields of training that are going to be covered by the Institute program. Students interested in the program can become candidates, and the universities may help the Institute in the preliminary selection in accordance with the regulations that the Board of Directors have already approved.

Since candidates should be in their last year of studies, the Institute would have sufficient time to coordinate its work with industrial demands for personnel and the opportunities that those industries are going to give to the selected candidates.

Before going abroad, selected candidates would remain in Colombia for one year, getting acquainted with the specific needs of the industry for which they are going to work when they return. This also applies to candidates that are going to be connected with universities and the different governmental units.

While the selected students are becoming acquainted with the work that they are going to perform on their return, the Institute has time to make preparations for their travel and studies abroad. During this period, the Institute could also give the students special intensive courses in the language, customs, and history of the country where they are going to study, in order to make the studies more profitable both for the student and the Institute.

The Institute, in order to have the cooperation of outstanding institutions, should contact the Institute of International outstanding institutions, the Inter-American Training Administration, and similar organizations in America and Europe. These organizations can be of great assistance to the Institute in the carrying out of its programs.

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ANEXO I

La creación del ICETEX

Al Excelentísimo Señor
Mariano Ospina Pérez
Presidente de la República.
E. S. P.

Excelentísimo Señor:

El Señor Secretario General del Comité de Crédito Público y Asuntos Económicos, presentó a nuestra consideración un Proyecto de Decreto por el cual se crea el Instituto Colombiano de Especialización Técnica en el Exterior, copia del cual nos permitimos remitir con esta nota.

El constante desarrollo del país en todos los campos de la actividad humana, requiere con urgencia la adopción de medidas que faciliten la preparación técnica y científica de personal colombiano en los centros universitarios y científicos de países que poseen una técnica más avanzada que la nuestra.

Los magníficos resultados obtenidos por naciones que se han preocupado intensamente por preparar su juventud, hace que nos dirijamos a su Excelencia para recomendarle en forma especial la pronta consideración del Proyecto sobre la Creación del Instituto Colombiano de Especialización Técnica en el Exterior.

Consideramos que es un deber patriótico facilitarle a la juventud perteneciente a las clases económicas menos favorecidas, la facilidad de adquirir una adecuada preparación para que el país pueda aprovechar tanto su inteligencia como su deseo de cooperar racionalmente en la solución de los múltiples problemas nacionales.

Uno de los problemas que actualmente confronta el país en algunos sectores, es la disminución del concepto de responsabilidad y de trabajo.

El contacto de nuestros jóvenes con países más avanzados, les enseñará objetivamente que sólo a través del estudio, del verdadero anhelo de superación moral e intelectual y del trabajo diario eficientemente ejecutado es posible ocupar posiciones directivas en la solución de los problemas nacionales.

No podemos olvidar que vivimos en un mundo en el cual las relaciones internacionales son el eje de la vida de cada uno de los países. En lo político la Organización de las Naciones Unidas y la Organización de los Estados Americanos tienen una incidencia directa en nuestra vida nacional. En lo Económico el Fondo Monetario Internacional, el Banco Internacional de Reconstrucción y Fomento, la Organización Internacional del Comercio, etc., hacen más interdependientes las economías nacionales.

Para poder orientar en el futuro nuestra política internacional con el mismo éxito con que la actual generación colombiana lo ha hecho, es indispensable ayudarle a la juventud para que entre en relación con otros países y se prepare para conservar el prestigio internacional de Colombia.

Estamos seguros que el mejor medio para eliminar los odios y los pequeños intereses políticos, es abrirle a las nuevas generaciones nuevos horizontes para que adquieran conocimientos técnicos que les permitan continuar y mejorar la labor realizada por las generaciones pasadas y presentes.

Para asegurar el éxito de los objetivos previstos en el Proyecto, consideramos que el Instituto debe ser autónomo, alejado de toda influencia política y técnicamente dirigido.

En nuestro concepto el sistema de préstamos es ampliamente democrático y justo por cuanto ofrece a los estudiantes y profesionales la facilidad de mejorar su capacidad de trabajo y por consiguiente adquirir un nivel de vida más alto, que a su vez les ayuda a su amortización en un periodo de seis años, creando por lo tanto un fondo rotatorio para que otros estudiantes disfruten de las mismas ventajas establecidas por el instituto.

El sistema de préstamos, además, acentúa la responsabilidad de cada estudiante para que aproveche hasta el máximo la oportunidad que el Instituto le ofrece, ya que él es quien va a sufragar los gastos correspondientes.

No se debe pasar por alto que las sumas invertidas por el Estado en el Instituto, no son un gasto, sino un préstamo que se le hace a la juventud, garantizado por ella en su inteligencia, la cual es el factor más importante en el progreso de los países.

Opinamos que la financiación por medio del producto del impuesto sobre las grandes rentas, vincula este impuesto a una de las medidas más trascendentales que pueda ser realizada por Gobierno alguno. Desde un punto de vista práctico y sabiendo que el producto probable de ese impuesto durante este año ya ha sido destinado por el Gobierno, creemos que las partidas necesarias para la financiación del Instituto, podrían tomarse de lo que dicho impuesto produzca en 1949. Mientras se organiza el Instituto, el Gobierno podría gestionar un préstamo con el Banco de la República, o bien abrir un crédito adicional en el presupuesto del presente año, suficiente para sufragar los gastos de instalación y organización.

Al recomendar muy especialmente a la consideración de Vuestra Excelencia y del Consejo de Ministros el proyecto mencionado, estamos interpretando un generoso anhelo de superación de la juventud Colombiana y de contribuir eficazmente a la solución de uno de los problemas de más importancia para la República.

De su Excelencia muy atentos amigos y compatriotas,

Francisco de P. Pérez *Gonzalo Restrepo*

Normando Gómez Tanco *Alfredo García Cadena*

Jorge Durana Camacho

BEST COPY AVAILABLE

DECRETO NUMERO 002586 DE 1950.

- Agosto 3 -

por el cual se crea el Instituto Colombiano de Especialización Técnica en el Exterior.

EL PRESIDENTE DE LA REPUBLICA DE COLOMBIA en uso de las facultades que le confiere el artículo 121 de la Constitución Nacional, y

CONSIDERANDO:

1o. Que por decreto número 3518 de 9 de noviembre de 1949 se declaró turbado el orden público y en estado de sitio todo el territorio de la República;

2o. Que para que Colombia pueda beneficiarse con los programas de asistencia técnica de las Naciones Unidas y de los que establezcan otros gobiernos es indispensable la creación de un Instituto encargado de coordinar dichos programas con las necesidades de asistencia técnica del país;

3o. Que el Gobierno considera la preparación científica y técnica de la juventud como factor importante para el útil aprovechamiento de nuestras riquezas;

4o. Que Colombia necesita para continuar su desarrollo en todas las órdenes de la actividad pública y privada un equipo complementario de hombres preparados especialmente en materias técnicas;

5o. Que muchos estudiantes pertenecientes a las clases media, campesina y obrera, después de haber terminado con magnífico resultado sus estudios profesionales o técnicos, no pueden viajar a otros países para asimilar los adelantos existentes en las especialidades de su vocación, por carecer absolutamente de medios económicos, y que es deber del Gobierno ayudar a la preparación de la juventud colombiana para ponerla en capacidad de prestar una mejor contribución a la República;

6o. Que es indispensable crear una institución que esté en capacidad técnica y financiera de facilitar los medios para que el país prepare en el exterior el equipo de jóvenes que requiere su desarrollo;

7o. Que es necesario facilitarle a las entidades públicas, a las Universidades, a las escuelas de enseñanza industrial, a las industrias, a la agricultura, a la minería, a las cooperativas, etc., la preparación científica y técnica de su personal.

DECRETA:

CREACION

ARTICULO 1o. Créase, anexo al Ministerio de Educación Nacional, el "Instituto Colombiano de Especialización Técnica en el Exterior" como organismo descentralizado con personería jurídica.

OBJETO

ARTICULO 2o. El Instituto deberá:

a) Hacer un estudio de la asistencia técnica ofrecida por los organismos especializados de las Naciones Unidas, los gobiernos y entidades extranjeros, y coordinarla con las necesidades del país en dicha materia;

b) Recolectar una información estadística de los profesionales y obreros técnicos que necesita la República en todas sus actividades, principalmente en Administración Pública, Universidades, Industrias, Agricultura, Cooperativas, etc.

c) Establecer una lista de prioridad, basada en la investigación anterior, de aquellos técnicos que más necesita el país, de acuerdo con su actual desarrollo;

d) Determinar las universidades o instituciones extranjeras, en donde los estudios destinados a preparar técnicos colombianos puedan ser hechos con mayor provecho para la República;

e) Obtener de las entidades nacionales, públicas y privadas, que requieran los servicios técnicos determinados en el ordinal b), las facilidades necesarias para que los candidatos adquieran una preparación preliminar y un concepto de la situación existente en su ramo, antes de viajar al exterior, y el compromiso de utilizar los servicios de éstos, cuando regresen al país;

f) Seleccionar los candidatos que vayan a adquirir conocimientos técnicos en el exterior, única y exclusivamente sobre la base de sus capacidades intelectuales y mérito personal;

g) Proporcionar a los candidatos elegidos, durante su entrenamiento preliminar, cursos intensivos de los idiomas que necesitarán para sus estudios en el exterior, y determinar los requisitos que deban ser llenados por los aspirantes;

h) Vigilar, por intermedio de los Consejeros y Agregados Culturales del Ministerio de Relaciones Exteriores, o por los medios que el Instituto considere más adecuados, los estudios y el comportamiento de los estudiantes enviados por éste;

i) Mantener un contacto permanente con los gobiernos y entidades extranjeras, que ofrecen becas para estudiantes colombianos, con el fin de aumentar estas oportunidades, y escoger los candidatos adecuados para la mejor utilización de dichas becas;

j) Mantener contacto permanente con los estudiantes del Instituto que se encuentren en el extranjero, para lo cual se publicará un boletín mensual que les informará sobre la actualidad cultural, política, económica, etc., de Colombia;

k) Cooperar con las empresas privadas en el envío de personal para adquirir conocimientos técnicos en el exterior;

l) Promover, de acuerdo con el Ministerio de Educación Nacional, el envío al exterior de misiones educativas, con el fin de estudiar los sistemas y adelantos de otros países en materias culturales, artísticas, científicas o industriales;

m) Ayudar a los colombianos que han hecho estudios de especialización en el exterior, sin la ayuda del Instituto, a conseguir un empleo adecuado a sus conocimientos;

n) Cumplir los compromisos de intercambio cultural que haya adquirido el Gobierno Nacional o los que posteriormente adquiera por medio de convenios internacionales.

ARTICULO 3o. Además de las funciones principales anteriormente señaladas, el Instituto tendrá las siguientes:

a) Facilitar a las universidades e instituciones técnicas y científicas nacionales el intercambio de profesores con centros similares del exterior;

b) Asesorar a las universidades, escuelas de enseñanza industrial y entidades colombianas en la contratación de profesores y técnicos extranjeros;

c) Ayudar a los padres de familia, que deseen hacer uso de las facilidades del Instituto, a buscar en el exterior la universidad más adecuada para sus hijos y a vigilar sus estudios;

d) Promover y facilitar la venida al país, de personalidades científicas o artísticas extranjeras;

e) Cooperar con las universidades colombianas, públicas y privadas, en la organización de cursos para estudiantes extranjeros;

f) Recomendar el estudio de las necesidades más apremiantes del país a las universidades y centros de investigación que funcionan en la República;

g) Promover o cooperar en la celebración de reuniones y conferencias para el estudio de temas culturales o científicos;

h) Organizar programas radiales destinados a informar sobre sus labores y sobre las finalidades que se persiguen;

DIRECCION

ARTICULO 4o. El Instituto estará a cargo de un Director nombrado por el Presidente de la República para períodos de cuatro años.

Parágrafo 1o. El Director estará asesorado por una Junta Consultiva formada así:

a) El Ministro de Educación Nacional o su delegado;

b) El Secretario de Asuntos Técnicos y Económicos de la Presidencia de la República;

c) Un representante nombrado con su suplente por las universidades oficiales;

d) Un representante, con su suplente, nombrado por las universidades privadas;

e) Un representante nombrado con su suplente por las asociaciones patronales, de acuerdo con la reglamentación que establezca el Ministerio de Comercio e Industrias;

f) Un representante y un suplente de los obreros según la reglamentación que establezca el Ministerio del Trabajo.

Parágrafo 2o. Cuando hayan regresado al país más de cien estudiantes beneficiados con los préstamos establecidos en el Artículo 9o., dichos estudiantes elegirán para períodos de dos años, a uno de ellos, como Miembro de la Junta Consultiva. Además elegirán su respectivo suplente.

Parágrafo 3o. Los rectores de las universidades oficiales y privadas elegirán separadamente sus respectivos representantes y suplentes para períodos de años, teniendo cada rector tantos votos cuántas facultades tenga la universidad que represente. Los representantes y suplentes de las asociaciones patronales y de los obreros tendrán un período de dos años.

ARTICULO 5o. Son requisitos indispensables para ser elegido Director del Instituto:

1o. Tener título académico expedido por universidad colombiana;

2o. Tener título académico expedido por universidad extranjera;

ARTICULO 6o. Serán funciones del Director:

a) Representar legalmente al instituto;

b) Organizar el trabajo interno del mismo;

c) Nombrar el personal necesario para llevar a cabo los fines del Instituto;

d) Presentar a la Junta Consultiva un plan de selección de los estudiantes que habrán de disfrutar de los préstamos establecidos en el presente decreto;

e) Presentar a la Junta Consultiva una lista de los candidatos que, por sus méritos, sean acreedores a los referidos préstamos;

f) Otorgar los préstamos autorizados por el Artículo 9o celebrando los contratos correspondientes;

g) Contratar los siguientes seguros:

1o. Un seguro de salud que ampare a los estudiantes por el término de sus estudios, y

2o. Un seguro de vida equivalente a las sumas prestadas a cada estudiante, para obtener el reintegro de los fondos prestados, y

h) Cumplir las disposiciones establecidas en el presente decreto.

Parágrafo. La responsabilidad total por la gestión administrativa del Instituto corresponde exclusivamente al Director quien, sin embargo, deberá oír a la Junta Consultiva, para ejercer las funciones de que tratan los ordinales b), c), f) y g) de este artículo.

ARTICULO 7o. El Director, con la aprobación del Presidente de la República, fijará las consignaciones del personal del Instituto.

FINANCIACION

ARTICULO 8o. Destínase la suma anual de un millón de pesos ($ 1'000.000.oo), desde el próximo año de 1951, como contribución de la Nación a la financiación del Instituto.

Con base en las respectivas apropiaciones presupuestales y sin más requisito que la aprobación del Presidente de la República, previo concepto favorable del Consejo de Ministros, el Gobierno podrá celebrar con el Banco de la República o con otras entidades operaciones de crédito a corto o largo plazo. Los respectivos pagarés podrán ser redescontados por el Banco de la República. Las operaciones que se celebren en virtud de este artículo no afectarán el cupo de la Nación en el mencionado Banco.

Para sufragar los gastos preliminares de organización e iniciación de las labores del Instituto, autorízase al Gobierno para aportar al mismo hasta la suma de cien mil pesos ($ 100.000.oo). Con este fin autorízase ampliamente al Gobierno para hacer en el presupuesto de la actual vigencia los traslados y para abrir los créditos presupuestales necesarios.

Parágrafo 1o. Las sumas recibidas por el Instituto en virtud de lo dispuesto por este decreto y que no necesite aplicar inmediatamente podrán ser invertidas

en los mismos títulos de crédito y con las mismas formalidades que la Superintendencia Bancaria exige a las Cajas de Ahorro.

Parágrafo 2o. El Instituto queda autorizado para administrar los fondos que las personas naturales o jurídicas le depositen para los fines establecidos en el presente decreto.

Parágrafo 3o. El control fiscal del Instituto corresponde a la Contraloría General de la República.

PRESTAMOS

ARTICULO 9o. Para promover la preparación técnica y especializada de los estudiantes y profesionales, autorízase al Instituto para conceder préstamos hasta por la suma de tres mil dólares (US$ 3.000.oo) anuales, a cada estudiante o profesional cuya solicitud haya sido aprobada por el Director, con destino a sufragar los gastos que ocasionen sus estudios en el exterior, procurando una equitativa distribución de los préstamos entre los aspirantes provenientes de las clases media, campesina y obrera.

Fíjase como cantidad total máxima del préstamo a cada estudiante la suma de seis mil dólares (US$ 6.000.oo) y como término máximo de estudios el de tres años.

En casos excepcionales, el Director, con el concepto favorable de la Junta Consultiva podrá aumentar la cuantía del préstamo y término de los estudios.

Parágrafo 1o. El Instituto podrá celebrar contratos de préstamo con el Gobierno Nacional, las universidades públicas y privadas, las entidades semioficiales, las cooperativas, las industrias, etc. para el envío de personal al exterior destinado a adquirir conocimientos técnicos, con las limitaciones establecidas en el presente artículo.

Parágrafo 2o. Para señalar la cantidad del préstamo, el Director preparará en cada caso un presupuesto con las siguientes informaciones:

1o. Valor del viaje de ida y regreso;

2o. Valor de los estudios;

3o. Valor de los textos y útiles de estudio;

4o. Valor de los gastos de sostenimiento, como habitación, alimentación, vestido y gastos varios.

Parágrafo 3o. En los contratos de préstamos se estipulará el compromiso del estudiante de regresar al país a más tardar tres meses después de la terminación de sus estudios. En casos especiales, el Director, con el concepto favorable de la Junta Consultiva podrá prorrogar este término.

ARTICULO 10. Los préstamos de que trata el artículo 9o. solamente causarán intereses a partir de la fecha en que el estudiante, después de su regreso al país, empiece a percibir una renta por su trabajo o por cualquier otro concepto. El interés anual sobre dichos préstamos no excederá del 3%.

Parágrafo 1o. El plazo y el pago de los préstamos e intereses será reglamentado en cada caso por el Director del Instituto.

Parágrafo 2o. Los beneficiados con los préstamos que, a su regreso al país, se dediquen parcial o totalmente a la enseñanza, quedarán exentos del pago de intereses durante el tiempo en que ejerzan dicha actividad.

ARTICULO 11. Cada aspirante a los préstamos autorizados por el Artículo 9o. deberá presentar copia de las últimas declaraciones de renta del mismo y de sus padres.

Unicamente los aspirantes que, a juicio del Director, estén imposibilitados económicamente para cursar estudios de especialización en el exterior, podrán ser favorecidos con los préstamos del Instituto.

EXENCIONES

ARTICULO 12. Autorízase al Director para que, oído el concepto de la Junta Consultiva, exima anualmente, en todo o en parte, del pago del préstamo hasta a veinte de los estudiantes que durante el año respectivo hayan terminado sus estudios en el exterior con las más altas calificaciones

VENTAJAS

ARTICULO 13. Las contribuciones o donaciones hechas al Instituto gozarán de las disposiciones establecidas en el decreto No. 2556 del 28 de julio de 1950.

ARTICULO 14. La oficina de Control de Cambios, Importaciones y Exportaciones, aprobará las solicitudes de giros necesarios para el desarrollo de lo dispuesto en el presente decreto.

Parágrafo. La oficina de Control de Cambios, Importaciones y Exportaciones no otorgará licencias para giros a estudiantes en el extranjero, sin un certificado de que dichos estudiantes están inscritos en el Instituto.

ARTICULO 15. Las funciones adscritas al Departamento de Becas e Intercambio Cultural del Ministerio de Educación Nacional transfiérense al Instituto creado por el presente decreto, excepto en lo relacionado con las becas nacionales.

ARTICULO 16. Suspéndense las disposiciones contrarias al presente decreto.

ARTICULO 17. Este decreto rige desde su expedición.

COMUNIQUESE Y PUBLIQUESE.
Dado en Bogotá, a 3 de Octubre de 1950

PRESIDENTE
Mariano Ospina Pérez

EL MINISTRO DE GOBIERNO,
Luis Ignacio Andrade
EL MINISTRO DE RELACIONES EXTERIORES,
Evaristo Sourdís
EL MINISTRO DE JUSTICIA,
Pedro Manuel Arenas
EL MINISTRO DE HACIENDA Y CREDITO PUBLICO,
Hernán Jaramillo Ocampo
EL MINISTRO DE GUERRA,
Roberto Urdaneta Arbeláez
EL MINISTRO DE AGRICULTURA Y GANADERIA,
Juan Guillermo Restrepo J.
EL MINISTRO DEL TRABAJO,
Víctor G. Ricardo
EL MINISTRO DE HIGIENE,
Jorge Cavelier
EL MINISTRO DE COMERCIO E INDUSTRIAS,
César Tulio Delgado
EL MINISTRO DE MINAS Y PETROLEOS,
José Elías del Hierro
EL MINISTRO DE EDUCACION NACIONAL,
Manuel Mosquera Garcés
EL MINISTRO DE CORREOS Y TELEGRAFOS,
General Gustavo Rojas Pinilla
EL MINISTRO DE OBRAS PUBLICAS,
Víctor Archila Briceño

ANEXO II

Biographical notes on Gabriel Betancur Mejía

"Escuela Normal de Varones de Antioquia–Medellín", 1933 - 1935. Degree of Higher Teacher.

Doctor of Economic and Legal Sciences from the Pontificia Universidad Javeriana in Bogotá, 1942. M.A. in Economics, 1944 and M.A. in Public Administration, 1945, University of Syracuse. He specialized in International Affairs, Finance and Diplomacy at the School of Advanced International Studies of John Hopkins University in Washington, D.C., in 1946, and received banking training at the home office of the First National City Bank on Wall Street, New York City.

He started his career as the Commercial Attache of the Colombian Embassy in Washington; Second Secretary of the Colombian delegation to the First Meeting of Governors of the International Bank for Reconstruction and Development and of the International Monetary Fund in Savanah, Georgia in April 1946. First Secretary of the Colombian delegation to the First Meeting of the Economic and Social Council of the United Nations, in October 1946; Economic Advisor to the Colombian Embassy in Washington, in 1947. Since his return to Colombia in September 1947, the positions he has held include the following: General Secretary of the Asociación Nacional de Industriales (ANDI) in Medellín (1947-1949); Secretary of the Economic Commission of the Ninth Pan-American Conference - April 1948; Advisor to the Meeting of GATT's Contracting Parties, Geneva, 1948; Secretary of Technical and Economic Affairs of the Presidency of the Republic of Colombia, from April 1949 to September 1950 during the administration of Dr. Mariano Ospina Pérez; Advisory Minister of the Colombian Delegation to the United Nations Assembly, October - December 1950; President of Peldar Company, a glass-manufacturing firm, from 1950 to 1952.

While he worked for the Presidency of the Republic, he promoted the creation of ICETEX (Colombian Institute for Technical Specialization Abroad), on the basis of the graduation thesis he prepared at the University of Syracuse in 1945, which was entitled "Project for the Creation of the Colombian Institute for Advanced Training Abroad", of which he was the first Director General, from 1952 to 1955. From 1955 to 1956, he was Minister of Education during the administration of General Gustavo Rojas Pinilla and also presided over the Committee for the Reform of Public Administration and was the Vice President of the National Planning Committee. At that time, he designed and promoted a movement aimed at attaining an integral educational planning, the administrative reform of the organs responsible for education and the opening of domestic and international educational credit. With regard to these subjects, he submitted the relevant resolutions to the consideration of the Third American Conference of Ministers of Education, which was held in Lima in 1956 and unanimously approved them. In the way of international educational credit

and in his capacity as Head of the Colombian delegation, he submitted the respective resolution to UNESCO's General Conference in New Delhi, India, in 1956, for it to be implemented by the World Bank; the aforementioned Conference approved it. In September 1956, he was allowed to create the Administrative Department of Civil Service, the Escuela Superior de Administración Pública ("ESAP"), the Colombian Educational Bank and the Instituto Piloto para la Educación Rural in Pamplona. In January 1957, he returned to the private sector as economic advisor to several Colombian and private companies. In October 1957 the Military Board appointed him again Director of ICETEX, until October 1961, when he was designated as Chairman of OAS's (Organization of American States) Special Commission for the Promotion of Education, Science and Culture within the framework of the Alliance for Progress, in Washington, D.C., a position he held until April 1963. There, he directed the preparation of a report titled "Prospects for the Development of Education in Latin America" and of 25 immediate-action projects, as well as the reform of OAS's administrative structure through the creation of the Undersecretariat for Education, Science and Culture, the Departments of Education and Science, and the Inter-American Council for Education, Science and Culture.

In May 1963, he was appointed Director General of the Colombian Association of Universities and of the National University Fund (currently "ICFES"). In September that year he was designated as UNESCO's General Assistant Director for Education, with headquarters in Paris, a position he held until August 7, 1966.

During this period, he organized the Conferences of Ministers of Education and Development of Africa, in Abdijan, Ivory Coast, in 1964; of Asia in Bangkok, Thailand, in November 1965; of the Arab countries in Tripoli, Lybia, in April 1966; and of Latin America, in Buenos Aires, Argentina, in July 1966. He promoted the creation of UNESCO's Department of Educational Planning, Financing and Administration and represented UNESCO in the negotiations with the World Bank which were aimed at granting international educational credit; likewise, he directed the preparation and implementation of programs seeking to improve the quality of education, enhance the administrative technologization thereof, expand and use educational research, etc.

In August 1966, he was once more appointed Minister of Education by Colombia's President Carlos Lleras Restrepo. He conducted the preparation and implementation of the Emergency Plan, which sought to increase the productivity of investments in education. Without changing the existing physical, human and financial resources, over 400,000 places were created in elementary schools and those of secondary and higher education increased by 20%. He obtained financing from the World Bank for the construction of 19 Secondary-Education Institutes ("INEMs") for 80,000 students -- all of which are presently operating, as well as for the construction of the Agricultural Technical Institutes ("ITAs"), which were financed by UNESCO and the UNDP. He also prepared the Administrative Reform of the Ministry of Education, which included the creation of the Colombian Cultural Institute ("COLCULTURA"), the Colombian Institute for Sciences ("COLCIENCIAS"), the Colombian Institute for Youth and Sports ("COLDEPORTES"), the Colombian Institute for School Construction ("ICCE"), the Colombian Institute for Educational Research ("ICOLPE"), the reform of the National University Fund (currently "ICFES", Colombian Institute for the Development of Higher Education), the Regional Educational Funds ("FERs"), and the Office of International Affairs of the Ministry of Education.

In 1968, he was appointed Colombian Ambassador to UNESCO in Paris. He represented Colombia before the Council of the International Office for Education, and, in 1976, he was elected Chairman of the World Conference on Education, which was held in Geneva. In 1970, UNESCO's General Conference elected him member of its Executive Committee for a six-year term and was the Vice Chairman thereof from 1972 to 1974. He presented the Council's stand regarding the New International Economic Order to the General Conference held in 1974. As Ambassador, he promo-

ted the organization of the third-world countries and of the Group of Countries of Latin America and the Caribbean. He was elected Chairman of the Group of the 77 and Chairman Group of Latin America and the Caribbean. In 1971, he negotiated UNESCO's largest cooperation program insofar as the amount and scope thereof are concerned: the Program for the Development of the United Nations and the Colombian Government. Furthermore, he promoted the creation of the Regional Center for the Development of Books in Latin America and the Caribbean ("CERLAL").

UNESCO designated him as member of the International Advisory Committee for the Educational Reform in Spain and subsequently elected him Chairman thereof. In 1978, the World Bank sent him to assess its financial policy for the educational sector in several Latin-American and African countries, and, in 1985, to advise the Senegalese government on the creation of an educational-credit system.

In 1957, he was delegate by Colombia to the Conference of the Ibero-American Office in Santo Domingo and was appointed member of its advisory committee, as well as Chairman and member of OEI's advisory board in Bogotá.

He was a professor of international trade at the School of Economics of the Universidad de Antioquia and of public finance at the Pontificia Universidad Bolivariana in Medellin and the Pontificia Universidad Javeriana in Bogotá. He has also been member of several national and international commissions and has represented Colombia before international economic, educational and development conferences. He was Chairman of the Board of Directors of the National Pedagogic University from 1979 to 1986 and advisor to UNESCO's International Institute for Educational Planning. At present, Doctor Betancur is an honorary member of the Colombian Academy of Education, Honorary President of APICE (Pan-American Association of Educational-Credit Institutions), member of the Board of Directors of ICETEX and of several boards of directors of financial, industrial, educational and cultural institutions. He was an advisor to the "Bernard van Leer" Dutch Foundation in Latin America, which is engaged in the field of integral care to children ages 0 to 7. As Coordinator of the National Board for the Bicentennial of the Birth of Simón Bolivar, he promoted the tribute paid to the Liberator by the Colombian people during year 1983. Chairman of the University Committee for the Latin-American Community of Nations. Chairman of the Interim Colombian Committee of the University of the World. Member of the Club of Rome.

He has been awarded the following distinctions:

Internationally:

In 1961, the First Gold Medal of OEI (currently "Organization of Ibero-American States for Education, Science and Culture"); the "Maracay 1982" Prize, awarded by the Organization of American States; Homage paid by UNESCO in 1976; International Order of Educational Credit, by the Pan-American Association of Educational-Credit Institutions ("APICE".)

By Governments and Academies:

Decorations awarded by Peru, Ecuador, Bolivia, Argentina, Spain, the Dominican Republic, Venezuela, Colombia, Holland, and the city of New Orleans. He is an honorary member of the Academy of Social Sciences of the Institute of Chile.

By Colombian Institutions:

Medal for Merit, by the "Custodio García Rovira" Institute for Secondary Education, 1981; "José Eusebio Caro" Medal, by the Department of North Santander; Professor Emeritus of the Higher School of Public Administration; Honorary and Life Chairman of the Board of Directors of ICETEX; Antioquia Star, Gold Category, by the Antioquia Department, 1980; Public Administrator Honoris Causa of the Bogotá Higher School of Public Administration, 1986; and "Worker for Culture" by the Institute of Cultural Integration of Medellin.

By Universities:

Doctor Honoris Causa of Universidad de los Andes. Bogotá, 1963. Knight Commander of the Universidad Javeriana Order of Pontificia Universidad Javeriana, 1983.

"José María Córdoba" Foundation:

Doctor Betancur Mejía has decided to contribute the "Maracay 1982" Prize -- which was awarded to him by the Organization of American States -- to Colombia and the American region, and with the entire amount thereof, which has been deposited at the Foundation for Higher Education ("FES"). he is creating the "José María Córdoba" Foundation for Liberty, Democracy and Social Justice in order to, through research, reflection, propagation and education, consolidate and disseminate these vital national values. José María Córdoba was the young general who, at the age of 24, heroically decided the Ayacucho Battle and consolidated the liberty of the Americas.

WORKS

"The Pact on Coffee Quotas" (1942).

"The Federal Reserve System" (1944).

"Project for the Creation of the Colombian Institute for Advanced Training Abroad" (currently "ICETEX"). (1945).

"Integral Educational Planning". A report submitted to the Colombian delegation to the Inter-American Seminar on Integral Educational Planning of the Organization of American States and UNESCO, 1958.

"Prospects for the Development of Education in Latin America." A report submitted to the Committee of the Organization of American States for the Development of Education, Science and Culture of the Alliance for Progress (1963).

"Special Document for the Williamburg Virginia Conference", published in 1967, in "The World Crisis on Education".

"Documents for the History of the Integral Planning of Education" (1984). Universidad Pedagógica Nacional - Bogota.

"The Latin-American Community of Nations - a New World Power". Universidad Simón Bolívar, Caracas, Venezuela, 1990.

Articles in journals and newspapers.

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Apartado Aéreo 6113 Bogota, Colombia, S.A.
Telephone Number: 2578112, Bogotá, Colombia.

1. APICE. Its nature.

The Pan-American Association of Educational Credit Institutions ("APICE") is a private, nonprofit membership organization that groups private and public entities devoted to the promotion and administration of educational loans, scholarships and other financial assistance programs for students in the American Republics.

2. APICE's current agenda and priorities

APICE is currently implementing five programs the achievements whereof during 1991 and priorities for 1992 are:

2.1 INFORMATION NETWORK

APICE seeks to establish the Latin-American Center for Documentation and Information on Educational Credit for institutional and individual use. It also aims at systematizing and providing information on study programs and financial-aid mechanisms, such as loans, scholarships, endowments, donations and other aid, to higher-education students.

During 1991, the existing documents were reviewed and classified and the design of information-gathering forms was initiated. It is our hope to have four data bases in 1992: *APICE 1:* Educational Credit: *APICE 2:* Higher Education: Study Programs and Financial Supports; *APICE 3:* Pan-American Directory of Educational-Credit Programs and Institutions; *APICE 4:* Pan-American Directory of Experts in Policy, Administration, Financing and Legislation on Educational Credit.

2.2 TRAINING

APICE fosters the development, technical improvement and advancement of the officers of educational-credit institutions.

In 1991, the IV Course in Educational Credit was held in Porto Alegre, Brazil (November 4-22). In 1992, the V Course will take place in Guatemala (November 2-22) in order to exchange experiences and train officers of the institutions that handle Educational Credit Programs. The subjects will include political, administrative, financial and legal aspects of educational credit.

2.3 RESEARCH

APICE seeks to enhance the work of educational-credit institutions by means of reflection, analysis and development of technical concepts and instruments.

During the first semester of 1991, the research entitled "Educational-credit Institutions for Scientific Training in Latin America" was completed; it was conduc-

ted with the support of the International Development Research Center (CIID/IDRC). Additionally, a study entitled "The Cost of Graduate Studies in Nine Latin-American Countries" was conducted.

During the second semester of 1991, APICE cooperated with the World Bank in order to collect information and conduct the research entitled "Alternatives to Finance Higher Education in Latin America".

During 1992, a feasibility study will be conducted in order to establish an Educational Compensation Chamber aimed at promoting international interinstitutional educational exchange.

2.4 APICE's PROMOTION AND EXPANSION

APICE seeks to strengthen the Association, extend its coverage, promote its image and consolidate its international position.

During 1991, 10 institutions that conduct Loan Programs for Latin-American students were contacted and the affiliation of the Venezuelan "Society of Administration of Educational Credit for the 'Universidad de Oriente' (SACEUDO)" was achieved.

Likewise, the XIII International Congress on Educational Credit was held in Caracas, Venezuela; the subject thereof was: "Educational Credit and Academic Excellence". 30 representatives from 15 American countries attended this congress.

The XIV International Congress on Educational Credit and Latin- American Integration was held in June 1992 in Santo Domingo, Dominican Republic. Subsequently, the IV International Forum on Loans to Students was organized by the International Institute for Educational Planning (IIEP, UNESCO), the APEC Educational- Credit Foundation (FUNDAPEC) and APICE.

2.5 PUBLICATIONS

With the purpose of enriching and contributing to existing literature, promoting the systematization of experiences, generating thought and fostering reflection on educational credit, APICE is carrying out a Publications Program.

In 1991, the document "Experiences and Prospects of Educational Credit in America" was published. Likewise, 6 issues of "APICE Journal" were published.

This program will be strengthened in 1992. In this regard, the following documents are in the process of printing:

- "Analysis of Educational Credit for Graduate Programs: The Case of Latin America", by Francisco Rodríguez Orósteguí, an APICE researcher.
- "The Cost of a Graduate Course in Latin America", by Augusto Franco Arbeláez, an APICE consultant and advisor.
- The Institutionalization of Educational Credit, by Gabriel Betancur Mejía, APICE's Founder and Honorary President.
- The Executive Direction publishes the "APICE Journal" bimonthly.

3. International educational-exchange issues and recent developments in APICE's countries.

APICE's activities take place within the framework of the will of integration of the countries. For 23 years (1969-1992), APICE has been a model of international

and interinstitutional integration around the financing of higher education. At present, the possibility of establishing an Educational Compensation Chamber aimed at fostering and facilitating the exchange of students, teachers, academicians and administrative personnel has arisen the interest of APICE's member institutions. The implementation of this project in Latin America is facilitated by the fact that most of the countries share a similar language, culture and race. Furthermore, comparative costs are much lower than those incurred by studying in Europe or USA. Finally, many Latin-American universities are offering good programs, which are fully competitive by international standards and meet the needs and features of the communities.

4. APICE's Prospects

APICE is the first and only international association of institutions that handle student loan programs. Consequently, APICE's vocation is international. After more than 40 years of promotion and expansion, the idea of educational credit as a valid mechanism for financing higher education has already consolidated. However, there is still much to be done in order for APICE to continue its process of adaptation to the new challenges brought about by the changing circumstances of each country. Possible lines of action include:

- Constitution of the World Association of Educational Credit, led by APICE.
- Establishment of the first national educational-credit system, which could start in Colombia, where this idea is widely accepted.
- Systematization of the history of educational credit.
- Extension of educational credit to countries (such as Paraguay and Uruguay) where it does not exist yet.
- Search for alternative sources for financing higher education.
- Improvement of institutions on the legal, administrative, financial, and services levels.
- Development of Statistics on Educational Credit.

5. Information

For more information about the Association and its activities or Membership in the Association, please contact:

APICE - Carrera 11 No. 77-20 Interior No. 3
Apartado Aéreo 17388, Santa Fe de Bogotá, Colombia
Teléfonos: 2179560 - 2112875
Fax: 2103236

PUBLICACIONES

A. Memorias de los Congresos Panamericanos de Crédito Educativo

1. "El Crédito Educativo en América Latina". Lima, Perú, 1966
2. "El Financiamiento de la Educación Superior en Latinoamérica". Caracas, Venezuela, 1969.
3. "El Crédito Educativo y la Optimización de los recursos Humanos". Bogotá, Colombia, 1970

4. "El Crédito Educativo y el Financiamiento de la Educación Superior". Santo Domingo, República Dominicana, 1971
5. "Metodología para Determinar Costos de la Educación Superior". Bariloche, Argentina, 1973
6. "Crédito Educativo: Concepto y Proyecciones en el Contexto de las Políticas Nacionales de Desarrollo Social, Cultural y Económico y su Integración a la Planeación de la Educación Profesional". Ciudad de México, México, 1975.
7. "Financiamiento Internacional del Crédito Educativo". Quito, Ecuador, 1977
8. "Reembolso de la Inversión en Crédito Educativo, la Experiencia en Varios Países". Porto Alegre, Brasil, 1979
9. "Evaluación Socioeconómica del Crédito Educativo". Tegucigalpa, Honduras, 1981
10. "Oportunidades de estudio y Trabajo en el Exterior". Santo Domingo, República Dominicana, 1984
11. "Efectos Sociales y Económicos del Crédito Educativo". Bogotá, Colombia, 1987
12. "Experiencias y Perspectivas del Crédito Educativo en América". San José, Costa Rica, 1989
13. "El Crédito Educativo y la Excelencia Académica". Caracas, Venezuela, 1991
14. "El Crédito Educativo y la Integración de la Comunidad Latinoamericana". Santo Domingo, República Dominicana, 1992

B. Memorias de los Cursos y Seminarios Técnicos

1. "Estudios sobre el Estado Económico y Capacidad de Pago de un Estudiante". Lima, Perú, 1972
2. "Métodos y Procedimientos para Evaluar los Factores Académicos de los Solicitantes de Crédito Educativo". Medellín, Colombia, 1973
3. "Recuperación del Crédito Educativo". Caracas, Venezuela, 1974
4. "Aplicación del Crédito Educativo al Desarrollo Agropecuario". Kingston, Jamaica, 1975
5. "Administración Financiera del Crédito Educativo". Managua, Nicaragua, 1976
6. "Información dentro del Proceso de Orientación". Caracas, Venezuela, 1977
7. "Principios y Práctica de Consecución de Fondos para el Crédito Educativo". Washington D.C., Estados Unidos, 1978
8. "La Sistematización del Crédito Educativo e Impacto de la Inflación". Bogotá, Colombia, 1980
9. "Normalización de las Estadísticas de Crédito Educativo". Galápagos, Ecuador, 1980
10. "Mercado de Trabajo para los Beneficiarios de Crédito Educativo". Santo Domingo, República Dominicana, 1981

11. "El Crédito Educativo y los Programas de Ayuda Internacional para América Latina y el Caribe". Managua, Nicaragua, 1982
12. "Fondo Panamericano de Crédito Educativo". "Cámara de Compensación Internacional". Ciudad de México, México, 1985
13. "Primer Curso Internacional de Administración de Becas y Crédito Educativo". (ICETEX-OEA-Universidad de los Andes). Bogotá, Colombia, 1987
14. "Segundo Curso Internacional de Administración de Becas y Crédito Educativo. (ICETEX-OEA-Universidad de los Andes). Bogotá, Colombia, 1988
15. "Crédito Educativo en América Latina: Contexto Sociocultural y Planeación Estratégica". (ICETEX-Universidad de los Andes). Bogotá, Colombia, 1989
16. "IV Curso Internacional de Administración de Becas y Crédito Educativo". (APICE-FUNDAPLUB-OEA). Porto Alegre, Brasil, 1991.

C. Directorios y Guías

1. Directorio APICE-UNESCO de la Educación Superior en América Latina y el Caribe
2. Directorio Especializado sobre Programas de Estudio en Universidades Latinoamericanas y del Caribe
3. "Cómo Ingresar a la Universidad sin Dinero", Guía Panamericana de Crédito Educativo, Becas y Otras Oportunidades

D. Revistas

Revista APICE Journal, de circulación bimestral

E. Investigaciones y Documentos Técnicos

1. Rodríguez Oróstegui, Francisco. "Análisis del Crédito Educativo para Postgrados. El Caso de América Latina". APICE- CIID, Bogotá, Colombia, 1992
2. Franco Arbeláez, Augusto. "Cuánto Vale Estudiar un Postgrado en América Latina". APICE-CIID, Bogotá, Colombia, 1992
3. Betancur Mejía, Gabriel. "The Institutionalization of Educational Credit". APICE, Bogotá, Colombia, 1992.

APICE

La Asociación Panamericana de Instituciones de Crédito Educativo, APICE, es un organismo internacional de carácter privado, sin ánimo de lucro, integrado por entidades públicas, privadas o mixtas, cuyo objetivo fundamental es la promoción, coordinación y administración de programas de Crédito Educativo, Becas y otras ayudas financieras para estudiantes de las Repúblicas Americanas.

APICE fue constituida en 1969 por 8 instituciones de América Latina y el Caribe con el propósito de organizar una fuerza panamericana que integrara las acciones realizadas individualmente por las distintas instituciones, las representara a nivel internacional, y buscara soluciones comunes para el tratamiento de problemas relacionados con la financiación de la Educación Superior.

A APICE pueden pertenecer todas las entidades, privadas o públicas que en una u otra forma contribuyen al financiamiento de la Educación Superior en las Repúblicas Americanas. También pueden vincularse todas las personas naturales o jurídicas interesadas en cooperar con la Asociación en el cumplimiento de sus fines, las Instituciones de Educación Superior que deseen beneficiarse de los servicios que ofrece e incluso otras asociaciones que compartan con APICE sus objetivos y principios básicos.

The Panamerican Association of Educational Credit Institutions, APICE, is a private, non profit membership organization that groups public and private entities devoted to promotion and administration of educational credit, scholarships and other financial assistance programs for students in the American Republics.

APICE was founded in 1969 by 8 institutions from the Latin American and Caribbean region with the aim to consolidate a panamerican force with the ability to represent their associates internationally and to find solutions to common problems regarding the financing of Higher Education. Today, its 25 Members from 22 countries maintain the same objective.

For more information about the Association and its activities or Membership in the Association and its activities or Membership in the Association, please contact:

Si usted o su entidad desean afiliarse o solicitar mayor información sobre servicios, favor dirigirse a:

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Sistemas de préstamos a estudiantes en América Latina y el Caribe - Algunos indicadores

	República dominicana	Bolivia	Brasil	Chile ·	Colombia	Costa Rica
Numero de estudiantes	130.000	121.000	1.519.000	255.000	502.000	71.000
Número de préstamos	22.000	170/año	100.000	66.000	33.000	12.000
Préstamo máximo	$5.000	$2.400/año	$1.800/año	n.d.	$2.400	$1.000
Tipo de interés	12%	12%	6% + inflación	1% real	24%	19%
Período de reembolso	2x duración de estudios	durante los estudios	período fijo	pago en 10 cuotas	3,5 años	7 años
Porcentaje no reembolsado	10%	6%	10%	40%	13%	<1%

	Ecuador	Guatemala	Honduras	Panamá	Perú	Venezuela
Número de estudiantes	195.000	92.000	n.d.	62.000	750.000	442.000
Número de préstamos	2.300	1.600	n.d.	400	500	2.300
Préstamo máximo	$2.700	$1.600	n.d.	$16.000	$15.300	n.d.
Tipo de interés	33%	0-16%	12%	5%	7%	4%
Período de reembolso	1-10 años	1-7 años	según importancia del préstamo	3-15 años	3 años	según importancia del préstamo
Porcentaje no reembolsado	1%	1%	<1%	n.d.	<2%	0%

Fuente: IIPE, 1992

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